

Year R - English - Summer 2 - Week 5



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	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading for pleasure	Make sure you have some quiet time for daily reading of something you've chosen. Extra reading books can be found on Oxford Owl website. Also ask a grown up or older sibling to read to you. You can also find free books at Puffin Storytime				
	Read Write Inc Lessons at home: SET 1 at 9:30		Read Write Inc Lessons at home: SET 2 at 10:00		Read Write Inc Lessons at home: SET 3 at 10.30am
Phonics	<p style="text-align: center;"><u>Challenge 1:</u></p> <p>In the CGP Phonics book this week complete:</p> <p>Autumn Term Workout 12 - page 24 and 25</p> <p>Spring Term Workout 1 - page 26 and 27</p> <p>Spring Term Workout 2 - page 28 and 29</p>	<p style="text-align: center;"><u>Challenge 2:</u></p> <p>Below are 5 sentences (one for each day). Someone reads the sentence to the children they say the sentence back a couple of times. The children then write the sentence independently. Remember your finger spaces.</p>	<p style="text-align: center;"><u>Challenge 3:</u></p> <p>Set 2 sounds - "ar" (start the car), "or" (shut the door), "air" (that's not fair)</p> <p>Hold a sentence - ask an adult to read one of the sentences to you (written below), say the sentence back and write it independently. Remember your finger spaces.</p>	<p style="text-align: center;"><u>Challenge 4:</u></p> <p>In the CGP Phonics book this week complete: (some sounds refer to the SET 3 sounds from Read Write Inc)</p> <p>Summer Term Workout 8 - page 64 and 65</p> <p>Summer Term Workout 9 - page 66 and 67</p> <p>Summer Term Workout 10 - page 68 and 69</p>	
Reading and Spelling	Practise reading and writing these words: call, for, his, then, what (keep words from the previous weeks as well)				
	Revise the following words: who, any, many	Revise the following words: does, were, here	Revise the following words: would, once, one	Revise the following words: two, there, tall	Revise the following words: small, could, great
Handwriting	Using your CGP Handwriting book <u>Challenge 1</u> Zigzag and Boxy Lines - Page 5		Using your CGP Handwriting book <u>Challenge 2</u> v, w, x and z - Page 16 The Alphabet - Page 17		
Writing:	<p>This week we are going to read the story "Oliver's Vegetables".</p> <p>Oliver is staying at his Grandparents house for the week. His Grandad is growing different vegetables in his garden but Oliver only likes eating chips. Chips are made from potatoes and Oliver's Grandad sets him the challenge to find the potatoes.</p> <p>What is your favourite</p>	<p>Today's Understanding of the World activity is to make your own pizza.</p> <p>Write a list of the vegetable toppings you would like to put on your pizza. (This could be a real list that you could take to the shops or pretend).</p> <p>Remember a list should be written down the page with a vegetable written in each line.</p>	<p>Oliver's Grandad has the following vegetables growing in his garden:</p> <ul style="list-style-type: none"> • Carrots • Spinach • Rhubarb • Cabbage • Beetroot • Peas • Potatoes <p>Write a letter to Oliver suggesting a new vegetable his Grandad could grow in</p>	<p>Before staying at Grandad's house Oliver had not eaten many vegetables.</p> <p>Is there a vegetable you not have eaten?</p> <p>Oliver tried all the different vegetables in his Grandad's garden despite not knowing if he would like the taste.</p> <p>Today be like Oliver and try aa vegetable that you have not eaten before or one you have said you did not like.</p>	<p>Write a diary of the different vegetables you have eaten today or this week.</p> <p>Your diary could include pictures and words.</p>



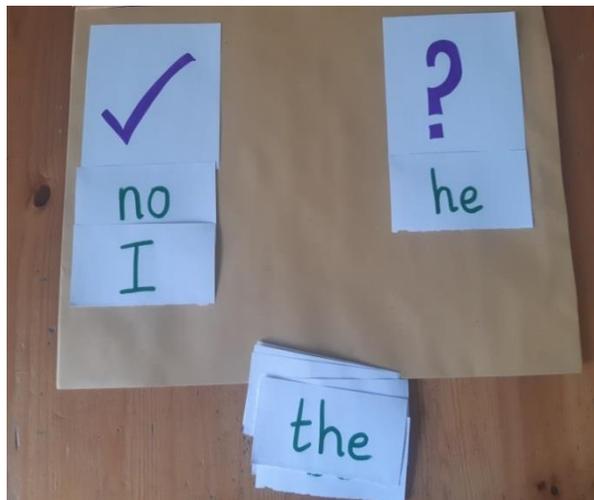
	<p>vegetable? Draw a picture of this vegetable and write a sentence saying why you like to eat this vegetable.</p>		<p>his garden. An example letter is written below.</p>	<p>Our likes and dislikes change all the time so you may like it now. Once you have tried the vegetable write about how it tasted. If you cannot try a new vegetable today write about one you would like to eat and why.</p>	
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Tricky words (Red words in bold)

Tricky words = cannot be spelt correctly using the usual representation of sound e.g. "is" will be pronounced but not spelt "iz".

a	at	go	him	like	old	some	want	your
all	be	for	his	look	of	the	was	
and	by	has	I	me	said	to	we	
are	call	have	in	more	same	then	what	
am	come	he	is	my	she	there	will	
as	do	her	it	no	so	they	you	



Reading and spelling activity.

Write out the following words on separate pieces of paper:

Revise last week's words:

the, I, and, be, he, she like, you, your, no, to, am, as, go, all, are, by, do, it, me, of, has, my, we, at, her, in, is, said, so, was, look

Draw a tick and a question mark on separate pieces of paper (or use an envelope). Children to read the words and place them on top of the tick if they can read them, the question mark if they are not sure. During the week revise the words the children have put on the question mark.

Now ask the children to spell the words. If they think they have it correct put it on the tick if they are not sure, place the word on the question mark. Practise spelling the words the children have not spelt correctly – focus on one or two each day.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Speed Sounds Set 2

Speed Sounds Set 2 ay



ay

May I play?

Practise reading
Read in Pairs! Take turns read the word.

play	day
may	way
say	spray

Speed Sounds Set 2 ee



ee

What can you see?

Practise reading
Read in Pairs! Take turns read the word.

see	three
been	green
seen	sleep

Speed Sounds Set 2 igh



igh

Fly high

Practise reading
Read in Pairs! Take turns read the word.

high	night
light	fright
bright	might

Speed Sounds Set 2 ow



ow

Blow the snow

Practise reading
Read in Pairs! Take turns read the word.

blow	snow
low	show
know	slow

Speed Sounds Set 2 oo



oo

Look at a book

Practise reading
Read in Pairs! Take turns read the word.

took	look
book	shook
cook	foot

Speed Sounds Set 2 oo



oo

Poo at the zoo

Practise reading
Read in Pairs! Take turns read the word.

too	zoo
food	pool
moon	spoon

Speed Sounds Set 2 ar



ar

Start the car

Practise reading
Read in Pairs! Take turns read the word.

car	start
part	star
hard	sharp

Speed Sounds Set 2 or



or

Shut the door

Practise reading
Read in Pairs! Take turns read the word.

sort	short
horse	sport
fork	snort

Speed Sounds Set 2 air



air

That's not fair!

Practise reading
Read in Pairs! Take turns read the word.

fair	stair
hair	air
chair	lair

Speed Sounds Set 2 ir



ir

Whirl and twirl

Practise reading
Read in Pairs! Take turns read the word.

girl	bird
third	whirl
twirl	dirt

Speed Sounds Set 2 ou



ou

Shout it out!

Practise reading
Read in Pairs! Take turns read the word.

out	shout
loud	mouth
round	found

Speed Sounds Set 2 oy



oy

Toy for a boy

Practise reading
Read in Pairs! Take turns read the word.

toy	boy
enjoy	

Phonics

An adult or older sibling to read the sentence identified below for each day. The children say the sentence back - do this a couple of times until the sentence is in their head. Children to write the sentence independently. Remind the children to use finger spaces and their sound mat if it helps.

Challenge 2

Hold a sentence

Monday	Sit in the mud.
Tuesday	Sit in a box.
Wednesday	I can stick with my hands.
Thursday	I get in a black bin.
Friday	mmmm can I get chips?

Challenge 3

Set 2 Sounds - hold a sentence

Monday	Start the car.
Tuesday	The pen is sharp.
Wednesday	Shut the door.
Thursday	Sort the forks.
Friday	That's not fair!



Day 3

To Oliver,

In the garden you could grow radish.

*From
Miss Dingley*



Vegetable word mat

Vegetable Word Mat



carrot



onion



cauliflower



lettuce



potato



celery



turnip



leek



marrow



sprout



peas



runner beans



sweetcorn



cabbage



spinach



sweet potato



broccoli



pepper



aubergine



cucumber